

6 month reporting date 5/14/2005 6 month report received 7/01/05
 12 month reporting date 11/14/05 12 month report received 11/09/05
 Closed 1/10/06

New Underwood School District Improvement/Progress Report Form

Principle 1: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district was unable to verify that services were being provided to one student listed on the district's 2003 child count.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The school district's child count will reflect accurate information.				
1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. All students reported on the child count will have an IEP in effect on December 1 st of the reporting year.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? Special Education Staff will keep a file of the IEP cover sheets for each student they are case manager for. This information will be given to the business manager/superintendent to make additions and corrections to the Student Information Management System (SIMS) report as needed.</p> <p>What data will be given to Special Education Program (SEP) to verify this objective? A statement that these steps were taken will be submitted to SEP</p>	Ongoing	Case managers and Superintendent/Special Education Director	Goal Met 7/15/05	Revisited and completed 11/4/05
<p>Please explain the data (6 month) Each Special Education teacher has a file of IEP Cover Sheets in the IEP file cabinet. This information is given to the business manager to make corrections and additions to the SIMS report on an ongoing basis.</p>				
<p>Please explain the data (12 month) A file was requested from each special education teacher with copies of the front page for each IEP of each student. This information was given to the secretary to input in SIMS. All actively placed students are in SIMS with a cover sheet submitted to the Superintendent/SPED Director.</p>				
<p>2. What will the district do to improve? The child count will be reviewed yearly by each case manager prior to the final child count being submitted to Department of Education.</p> <p>What data will be given to SEP to verify this objective? A statement that this step was taken will be submitted to SEP.</p>	Annually	Superintendent/Special Education Director	Continue 7/15/05	9/29/05 and to be reviewed again before 12/1/05.
<p>Please explain the data (6 month) Child count information was reviewed May 12, 2005 and will be reviewed again in December 2005.</p>				
<p>Please explain the data (12 month) Child count was reviewed on 9/29/05 with special education staff by the SPED Director and updated. As IEPs are updated or new placements made, information is being put into SIMS. This will be reviewed again in December to insure all records are accurate.</p>				

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Principle 3: Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>A student file review completed by the monitoring team indicated that a reevaluation was completed in the spring of 2002. The disabling condition reported on the child count was not substantiated by documentation within the file. The student's evaluation information did not support meeting the criteria for autism. Information to support specialized instruments developed for evaluation of student with autism was not found in the file.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will conduct comprehensive evaluation to identify eligibility for special education in South Dakota.</p>				
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>When students are evaluated for the suspected disability of autism all required and appropriate areas will be evaluated.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? The district will have an inservice to discuss the appropriate assessments including behavioral that must be considered when conducting an evaluation for a child who has the suspected disability of autism.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP presenters name and title, the date of the meeting, list of people in attendance and procedural outcomes.</p>	<p>As soon as possible</p>	<p>Special Education Director</p>	<p>Completed 7/15/05</p>	<p>Goal Met 11/8/05</p>
<p>Please explain the data (6 month) An autism inservice will be scheduled for Sept. 2005.</p>				
<p>Please explain the data (12 month) The training noted for Sept., 2005 did not occur. As new administration joined the district, this training did not get scheduled at this time. Instead, a training was conducted on 11/8//05 by Barb Boltjes, Director Three River Coop, with the two special education instructors (Susan Nell and Rita Hobart) and the Supt./Elem. Prin/SPED Director (Dr. Julie Ertz). Procedural outcomes included information presented in the area of required assessments for a suspected autistic student as well as other options to consider for evaluations. Behavioral assessments were included in the training and discussed in depth. Attached is a copy of the training information.</p>				
<p>2. What will the district do to improve? The district will ensure that the appropriate assessments are administered to a student who has the suspected disability of autism. The district will be completing this specific child's 3 yr. Reevaluation in March 2005 and will ensure appropriate assessments, including behavioral, are administered.</p> <p>What data will be given to SEP to verify this objective? A copy of the evaluation report, and multidisciplinary report.</p>	<p>Completed by April 15, 2004</p> <p>Submit to SEP as soon as 3 yr. Eval meeting has been held</p>	<p>Special Education Teacher and Special Education Director</p>	<p>Continue 7/15/05 report not received</p>	<p>Goal Met 11/09/05</p>

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Please explain the data (6 month)

District ensured that appropriate assessments, including behavioral, were completed during student's 3 yr. Re-evaluation. Multi-disciplinary Team Meeting was held on May 9, 2005.

A copy of the evaluation report and the multi-disciplinary report is being sent to SEP.

Please explain the data (12 month)

Please find enclosed a copy of the evaluation report and multi-disciplinary report that had not been submitted. Evaluation reports for behavioral, social skills, and functional assessment were not in the student's file so assumed they were not completed.

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through a student file review and interviews with district staff, the monitoring team determined there is a child, who was identified in November 2003, as a student with a learning disability, who does have a severe discrepancy between their achievement and intellectual ability. However, the IEP team documented conflicting information in regard to determining that the student's problem is not the primary the result of visual, hearing or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantages. Documentation found in the file supports a visual impairment

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will document accurate information on the multidisciplinary report in regards to determining that the student's problem is not the primary the result of visual, hearing or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantages

2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

When completing a multidisciplinary team report accurate information will reported for all students.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district will setup an IEP meeting with the appropriate team member to review the information documented in the student's MDT report. The district will make necessary changes to accurately reflect the student's disability.</p> <p>What data will be given to SEP to verify this objective? Copy of prior notice for meeting, meeting notes of eligibility determination.</p>	<p>As soon as possible</p> <p>Submit to SEP as soon as meeting has been held</p>	<p>Special Education Teacher and Special Education Director</p>	<p>Continue 7/15/05</p> <p>data not received</p>	<p>Goal Met 11/9/05</p>
<p>Please explain the data (6 month) An IEP/MDAT meeting was reconvened on June 15, 2005 to correct the issue of this specific child's primary disability to be that of visual impairment.</p>				
<p>Please explain the data (12 month) Please find enclosed a copy of the meeting notes for eligibility purposes. The PLOP page was used instead of an eligibility form. No records were found of a prior notice for this particular meeting.</p>				

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The review team found in three of six files reviewed the district had not gathered parental input into the evaluation process. The district does have a form for obtaining parental input; however, the use of the form was not consistent nor was there a date on the form. Interviews with staff indicate that the form is sent to parents but not always returned. Prior to the evaluation, special education staff makes contact with families for input either by phone or in person, but these efforts are not documented.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Parents will be given the opportunity to provide input into the evaluation planning process.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All student evaluations conducted by the district will include documentation of parental input into the planning process.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Parental input will be a part of the evaluation process and will be included in the report for each student evaluated by the New Underwood School District. The district will make every attempt to obtain parental input on a dated parental input evaluation form. If parental input form is not returned, the district will document all attempts (via telephone, email, or in person) to gain parental input.</p> <p>What data will be given to SEP to verify this objective? The district special education director will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify parental input into the evaluation process has been obtained. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>May 30, 2005 and ongoing thereafter</p>	<p>Special Education Staff and Special Ed Director</p>	<p>Goal Met 7/15/05</p>	<p>Continue Ongoing</p>

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Please explain the data (6 month)

A total of six special education files were reviewed. Two files from each of the two special education teachers and one speech teacher were spot-checked, and parental input was included in the evaluation process in all files spot-checked.

Please explain the data (12 month)

A specific parent form is being utilized and sent with the prior notice when a student has been referred for a new evaluation, a three year evaluation and/or an annual review. If the form is not returned, it will be completed with the parent at the meeting.

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through a review of student records, in four of seven files the monitoring team did not find functional assessment. The district staff did not consistently include functional information in the evaluation process by gathering, analyzing and developing a written summary of strength and needs for specific skills areas affected by the student's disability. The student's present levels of academic performance, their progress in the general curriculum or development of annual goals and short-term instructional objectives therefore did not link to evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All student evaluation reports will include functional assessment.

4. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Functional assessment will be part of a student's comprehensive evaluation. The student's functional assessment will be analyzed and written summary will include strengths and needs for specific skill areas affected by the student's disability.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All Special Education staff members will be trained in the area of functional assessment. What data will be given to SEP to verify this objective? The district will submit to SEP documentation of who presented the information, date inservice occurred and who attended.	As soon as possible.	Special Education Director	Continue 7/15/05	Goal Met 9/29/05
Please explain the data (6 month) A functional assessment inservice will be scheduled for Sept. 2005.				
Please explain the data (12 month) There was no functional assessment scheduled for Sept., 2005. Because of new administration, this was scheduled for 9/29/05 and completed by Vicki Bantum, SPED Director, Hill City. Those in attendance included two special education instructors (Rita Hobart and Susan Nell) and the Supt./Elem. Prin/SPED Director (Dr. Julie A. Ertz). Attached is a copy of the training information.				
2. What will the district do to improve? Functional assessment will be a part of the evaluation process and will be included in the report for each student evaluated by the New Underwood School District. What data will be given to SEP to verify this objective? The district special education director will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify functional assessment has been completed and is part of a written report. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.	May 30, 2005 and Ongoing thereafter	Special Education Director	Goal Met 7/15/05	Continue Ongoing

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<p>Please explain the data (6 month)</p> <p>A total of six special education IEP files were reviewed. Two files from each of the two special education teachers and one speech teacher were spot-checked, and functional assessment was included in the evaluation process in all files spot-checked.</p>
<p>Please explain the data (12 month)</p> <p>As new referrals have emerged or three year evaluations completed, special education teachers are required to complete a functional assessment and to summarize results for parents. This is monitored by the special education director.</p>

Principle 5: Individual Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The IEP team is required to address the transfer of rights to a student one year prior to turning eighteen. The review team noted in one file the student is seventeen and transfer of rights had not occurred.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that one year prior to turning eighteen each student with a disability will be notified and explained the transfer of parental rights.</p>				
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>One year prior to turning eighteen all students' IEP will address transfer of rights to a student.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve?</p> <p>1. All students on IEPS will be notified of and explained the transfer of parental rights one year prior to turning eighteen. The New Underwood School District will use the new South Dakota Special Ed IEP transition pages, dated Sept. 2004, and will address transfer of parental/guardian rights on or before a student's 17th birthday.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district special education director will spot check two files from each special education teacher, from 10th grade on, to verify that transfer of parent rights has been addressed one year prior to turning eighteen. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>May 30, 2005 And ongoing thereafter</p>	<p>Special Education Director</p>	<p>Goal Met 7/15/05</p>	<p>Continue Ongoing</p>
<p>Please explain the data (6 month)</p> <p>A total of four special education IEP files were reviewed. Two IEP files, 10th grade and higher, from each of the two special education teachers were spot-checked, and transfer of rights was addressed before the age of 17, if child was 17, in all files spot-checked.</p>				
<p>Please explain the data (12 month)</p> <p>To date, there have been no new students that have needed this addressed. It will be monitored by the special education director to insure the transfer of rights is being completed. We also conducted training on transition planning by Dave Halverson, Transition Specialist through Black Hills Coop on 10/17/05. Attending were the two special education teachers (Rita Hobart and Susan Nell) and the Supt/Elem Prin./SPED Director (Dr. Julie Ertz).</p>				

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Principle 5: Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In all initial and reevaluation files reviewed by the monitoring team, no documentation was found to support the presence of an individual who can interpret the instructional implication of the evaluation results at the student's IEP meeting. Staff interviews indicate they did not have the expertise to explain evaluation results, nor was the school psychologist in attendance to interpret results.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will have a knowledgeable person interpret and explain to parent's evaluation results.

2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students' evaluation results will be interpreted and explained to parents by a knowledgeable person.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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<p>1. What will the district do to improve? Student's ability testing and other tests completed by the school psychologist will be explained to parents by the school psychologist, in person at the IEP meeting or by teleconference call, as well as in a written psychological report.</p> <p>What data will be given to SEP to verify this objective? Documentation of school psychologist's participation in MDT/IEP meeting will be spot checked by the Special Education Director and total number of initial evaluation and reevaluation files reviewed along with findings will be reported to SEP.</p>	<p>May 30, 2005 And ongoing thereafter</p>	<p>Special Education Director</p>	<p>Goal Met 7/15/05</p>	<p>Continue Ongoing</p>
<p>Please explain the data (6 month) Four initial evaluation or reevaluation IEP files were spot-checked, and documentation of school psychologist's participation in MDAT/IEP was found in 3 of 4 files spot-checked. In the fourth file, school psychologist attended scheduled MDAT meeting, however, the parent did not attend as parent had indicated she would to finalize 3 yr. Re-evaluation. Parents had moved to Black Hawk. Follow-up was completed by Susan Nell, special education teacher, and student's complete evaluation records were forwarded to her new school, as well as follow-up telephone calls.</p>				
<p>Please explain the data (12 month) The present special education director is endorsed as a psychological examiner. Consultation is held with the school psychologist as well for interpretation purposes of assessment information. Other examiners are available for interpretation includes speech and language therapist, occupational therapist and physical therapist.</p>				

Principle 5: Individual Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In ten of ten files reviewed the present levels of performance (PLOP) were missing required content. In four student files, the present levels of performance were not skill specific and did not identify the student's strength and weaknesses in his/her disability areas. In six other student files, there was no statement as to how the student's disability impacted their progress in the general curriculum and no parental input.</p> <p>In three student files, annual goals and short term objectives were not measurable. Example: "Student will improve receptive and expressive language to a more age appropriate level by mastering 75% of his/her objectives," short-term objectives example, "___ will feed self independently with feeding utensil 80% of the time."</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that student's PLOP are linked to evaluation, to include skill area(s) to be addressed, strengths, needs how the disability affects the child's involvement and progress in the general curriculum and parent input. In addition the district will ensure the student's annual goals and short term objectives are measurable</p>				
<p>3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Present levels of performance for all students will be linked to evaluation, to include skill area(s) to be addressed, strengths, needs, how the disability affects the child's involvement/progress in the general curriculum and parent input. Annual goals and short term objectives for all students will be measurable.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? All IEPs will have the required content in the "Present Levels of Performance". Each special education teacher and or therapist will develop a PLOP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability. It will include the student's strengths and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent.</p> <p>What data will be given to SEP to verify this objective? The district special education director will spot check two student IEPs from each special education teacher for PLOP content requirements. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>May 30, 2005 and ongoing thereafter</p>	<p>All Special Education Teachers and Therapists And Special Education Director</p>	<p>Goal Met 7/15/05</p>	<p>Continue Ongoing</p>
<p>Please explain the data (6 month) A total of six special education IEP files were reviewed. Two files from each of the two special education teachers and one speech teacher were spot-checked, and PLOP content requirements were correctly documented on all IEP files spot-checked.</p>				
<p>Please explain the data (12 month) The special education director monitors and reviews each PLOP document for each meeting conducted to insure all information is obtained in this. Training was also held with the two special education teachers (Rita Hobart and Susan Nell) by the special education director (Dr. Julie Ertz) on 9/29/05 on how to write a PLOP.</p>				

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Principle 5: Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The monitoring team concluded through staff interviews that progress toward annual goals was reported to parents; however, a copy was not found in the all files. Also through interviews with staff, it was noted parents of non-disabled students are informed eight times per year of their child's progress. Progress toward student's IEP annual goals are only report to parents quarterly.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that parents of children with a disability are informed of their child's progress towards the IEP annual goal as often as parents of non-disabled students are informed of their child's progress. In addition the district will file documentation to verify progress reports have been written and sent to parents.

4. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All parents of children with a disability will be informed of their child's progress towards the IEP annual goal as often as parents of non-disabled students are informed of their child's progress. In addition all students will have progress reports maintained within their school file.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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<p>1. What will the district do to improve? The district will ensure that all parents of children with a disability will be informed of their child's progress towards the IEP annual goal as often as parents of non-disabled students are informed of their child's progress. Copies of all students' progress reports will be kept in their IEP file.</p> <p>What data will be given to SEP to verify this objective? The district special education director will spot check two student IEPs from each special education teacher for copies of progress reporting on annual IEP goals. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>May 30, 2005 and ongoing thereafter</p>	<p>Special Education Teachers and Special Education Director</p>	<p>Goal Met 7/15/05</p>	<p>Continue Ongoing</p>
<p>Please explain the data (6 month) A total of six special education IEP files were reviewed. Two files from each of the two special education teachers and one speech teacher were spot-checked, and copies of progress reporting were documented in all files spot-checked.</p>				
<p>Please explain the data (12 month) Copies of each goal page was mailed to parents on 11/1/05 or attached to the first quarter report card. This process will continue for each quarter as well as mid term of each quarter.</p>				

<p>Principle 6: Least Restrictive Environment</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Interviews with special education staff indicated that they were unclear as to the information needed in a justification statement. In the majority of student files reviewed by the monitoring team, it was found that the placement committee does not provide a written description of the options considered and the reasons why these options were rejected for each placement alternative considered for the student. A written description of the option accepted and reasons why the option was accepted was not documented.</p>

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that student's justification statement is a written description of the options and the reasons why these options were rejected for each placement alternative considered and a written description of the option accepted and reason why the option was accepted.</p>				
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All student's justification statement will be a written description of the options and the reasons why these options were rejected for each placement alternative considered and a written description of the option accepted and reason why the option was accepted.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? All student's justification statements will be a written description of the options and the reasons why the SEP options were rejected for each placement alternative considered and a written description of the option accepted and reason why the option was accepted.</p> <p>What data will be given to SEP to verify this objective? The district special education director will spot check two student IEPs from each special education teacher for required content in the justification statement. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>May 30, 2005 and ongoing thereafter</p>	<p>Special Education Teachers and Special Education Director</p>	<p>Goal Met 7/15/05</p>	<p>Continue Ongoing</p>

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 12 month reporting date 11/14/05 12 month report received 11/09/05
 Closed 1/10/06

Please explain the data (6 month) A total of six special education IEP files were reviewed. Two files from each of the two special education teachers and one speech teacher were spot-checked, and required content in the justification statement was correctly documented in all files spot-checked.
Please explain the data (12 month) Training was conducted by the special education director (Dr. Julie Ertz) on 9/29/05 on how to write a justification statement. This was conducted with the two special education staff (Rita Hobart and Susan Nell).

Principles 1-6 : General Supervision, Free Appropriate Education, Appropriate Evaluation, Procedural Safeguards, Individual Education Program and Least Restrictive Environment				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district did not complete a self assessment prior to the Continuous Improvement Monitoring Process (CIMP) onsite visit.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The school district will complete the CIMP self assessment.				
1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. The district will work with stakeholders to complete the CIMP self assessment that is focused on improving results for all children and youth with disabilities				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 5/14/2005 6 month report received 7/01/05
 12 month reporting date 11/14/05 12 month report received 11/09/05
 Closed 1/10/06

<p>1. What will the district do to improve? The district will complete the self assessment following steps within the CIMP manual: completing surveys, student file reviews, and setting up a committee to assist in the completion of the self assessment. What data will be given to Special Education Program (SEP) to verify this objective? The district will submit a completed self assessment by e-mail</p>	<p>May 30, 2005</p>	<p>Superintendent/Special Education Director</p>		<p>Goal Meet 1/10/06</p>
Please explain the data (6 month)				
<p>Please explain the data (12 month) With new administration to the district, we have spent a great deal of time conducting training sessions with special education staff, completing scheduling and discussing case management responsibilities. It was just discovered that the staff last year started the self assessment process within the CIMP manual, but did not complete the information. The special education director just received the existing documents about 1.5 weeks ago. The school district will be reviewing the information thus far and continue with the process until it is completed. It is anticipated that this will be completed either by the first of the year or shortly thereafter.</p>				